

Pupil premium strategy statement (Wolsingham Primary School 2017-18)

1. Summary information					
School	Wolsingham Primary School				
Academic Year	2017-18	Total PP budget	£33,420	Date of most recent PP Review	06.09.17
Total number of pupils	Jan 17 Census – 230 Sept 2017 - 215	Number of pupils eligible for PP	Jan 17 Census – 23 (10%) Sept 2017 – 23 (10.7%)	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS2		
% achieving expected standard or above in reading, writing & maths	60% - 2016 ; 50% - 2017	61%
% achieving expected standard in reading	60% - 2016 ; 67% - 2017	71%
% achieving expected standard in writing	60% - 2016 ; 67% - 2017	76%
% achieving expected standard in maths	60% - 2016 ; 50% - 2017	75%
KS1		
% achieving expected standard in reading	100% - 2016; 50% - 2017	74% (2015)
% achieving expected standard in writing	100% - 2016; 0% - 2017	65% (2015)
% achieving expected standard in maths	100% - 2016; 0% - 2017	73% (2015)

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Proportion of pupils who are also SEND.	
B.	High % of FSM pupils in KS2 with large cohorts.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Low attendance rates of PP pupils, especially persistent absences, impacting on learning.	
D.	Many pupils receive little support from home inc. homework and reading.	
E.	Few opportunities for cultural and life experiences to develop and stimulate a love of learning.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved outcomes for PP children in both attainment and progress across the school in writing.	<p>The % of pupils working at ARE and exceeding increases in all cohorts.</p> <p>The % of PP children achieving the expected standard at the end of KS1 increases compared to 2017 data.</p> <p>The % of PP children achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average decreases.</p>
B.	Improved outcomes for PP children in both attainment and progress across the school in maths.	<p>The % of pupils working at ARE and exceeding increases in all cohorts.</p> <p>The % of PP children achieving the expected standard at the end of KS1 increases compared to 2017 data.</p> <p>The % of PP children achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average decreases.</p>

C.	Improved feedback to impact on outcomes.	The % of pupils working at ARE and exceeding increases in all cohorts.
D.	Improved attendance rates and reduced persistent absence in PP children.	The % attendance of PP pupils increases and % PA reduces.

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for PP children in both attainment and progress across the school.	<p>Targeted intervention by teachers in identified year groups including for more able PP children.</p> <p>Continued purchase of Accelerated Reader Programme.</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p> <p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence from the Education Endowment fund. It allows the pupils to read for pleasure as well as widely and often. Programme can also be linked to 'out of school' use and will help develop links with parents.</p>	<p>Half termly monitoring of interventions.</p> <p>Half termly review of data at standards and achievement meetings.</p> <p>Half termly cohort development plans.</p> <p>Monitoring of interventions and AR by senior leaders.</p>	SLT	<p>Every half term.</p> <p>Curriculum and Standards Governing Body Meetings.</p> <p>Standard and Achievement Meetings.</p> <p>SLT meetings with KS leaders half termly.</p>
Improved outcomes for PP children in both attainment and progress across the school in maths.	On-going CPD for teaching and support staff – effective first quality teaching strategies for key mathematical concepts.	Assessment analysis and work scrutiny indicates poor knowledge, understanding and application of key place value concepts.	<p>Monitoring of place value teaching and pupil work.</p> <p>Monitoring of 'Top Ten' intros – effectiveness of implementation and scores.</p>	Maths Lead	<p>Every half term.</p> <p>SLT meetings.</p>

<p>Improved outcomes for PP children in both attainment and progress across the school in writing.</p>	<p>Provide internal and external learning experiences to create relatable reasons to write e.g. storytellers, Zoolab, historical experiences etc.</p> <p>Purchase Read, Write, Perform materials and green screen accessories to create relatable reasons to write.</p>	<p>Analysis of data shows that attainment and progress in writing across the school is lower than in reading and maths.</p> <p>Relevant experiences provided in last academic year resulted in higher standards of writing.</p>	<p>Half termly monitoring and moderation of writing.</p> <p>Monitoring of writing resulting from experiences and use of resources.</p>	<p>English Lead</p>	<p>Every half term.</p> <p>SLT meetings.</p>
<p>Improve feedback to impact on outcomes.</p>	<p>Additional time for pupil/teacher conferencing.</p> <p>Ownership of targets by children.</p> <p>Specific attainment targets based on end of year essential ARE elements.</p>	<p>Monitoring of books revealed that children are not consistent in the review and self-improvement of their work.</p> <p>Where children review work and attempt to self-improve continued mistakes are not being addressed with children.</p>	<p>Work scrutiny, moderation sessions, CPD</p>	<p>SLT and English and Maths Leads</p>	<p>Half termly standards and achievement meetings.</p> <p>Half termly monitoring activities.</p>
Total budgeted cost					£10,885.50

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for PP children in both attainment and progress across the school in writing and maths.	<p>Targeted support by TAs in identified year groups (Y4, Y5 and 6), particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p> <p>Provide follow up sessions consolidating teaching and learning from class lessons for individual / groups of PP children.</p> <p>Provide cover for class teachers to deliver small group writing and maths interventions in Y2 and Y6.</p> <p>Purchase revision books for Year 2 and Year 6 pupils.</p>	<p>Analysis of data shows attainment and progress for SEN PP pupils is low.</p> <p>Analysis of data shows that attainment and progress in writing and maths across the school is lower than reading.</p> <p>Addressing misconceptions and providing additional practise to consolidate concepts in a 1:1 or small group setting will enable children to catch up and progress more quickly.</p> <p>Class teachers have a greater knowledge and understanding of the children's learning needs to provide effective input.</p> <p>Books contain examples and explanations as well as activities to complete – therefore will support parents to support their children's learning at home.</p>	<p>Rigorous monitoring.</p> <p>Annual monitoring programme involving leaders at all levels.</p> <p>Learning walks, work scrutiny, data analysis and lesson observations.</p> <p>Half termly standards and achievement meetings with PP focus.</p> <p>SEND support plan reviews and meetings.</p>	SLT and English and Maths Leads and SENDCo	<p>Half termly</p> <p>Monitoring programme</p> <p>SEN meetings and reviews.</p> <p>SLT meetings.</p>
Total budgeted cost					£21,034.50

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for PP children in both attainment and progress across the school.	Homework club at lunchtime to provide additional support for PP children completing homework.	PP children are less likely to hand in their homework regularly sometimes due to parents not being able to help or it not being considered as important.	Ensure parents are aware of the club and that their child will get support. Monitor completion and quality of homework. Pupil questionnaire.	KS Leaders	Half termly KS and SLT meetings
	Reading Buddies – PP children paired up with more able readers from different year groups / adults to read, discuss reading and quiz.	Provides regular reading opportunities for PP children in school where support is not always given. Promotes a love of reading and will ensure that regular reading and quizzing takes place.	Monitor completion of AR quizzes and success in quizzes.	English Lead	Half termly.
Improve attendance rates and reduce persistent absence in PP children.	Employment of attendance officer 1 day per half term. Attendance Officers to target PP low attendance and PA.	Analysis of attendance data shows need for Attendance Officer. PA is increasing year on year for PP pupils.	HT to monitor – ongoing Half termly meetings with Attendance Officer. Gobs to monitor attendance data every term.	HT	Every Half Term Gov body meetings
Total budgeted cost					£1,500

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in phonics for PP children.	All TAs utilised as well as PPA teacher in KS1 to teach phonics daily, therefore reducing group size. Purchase of RWInc materials.	100% of PP children passed the Year 1 phonics check. 100% of children passed the phonics check in Y2. 90% of all children passed the Year 1 phonics check.	Continue with small group teaching of phonics in Y1 as this strategy worked well.	£5,850
Improve outcomes made by PP pupils by the end of KS2 in all subjects, particularly writing.	Additional experiences provided to stimulate writing. Purchase of licences for Mathletics web-based program. Purchase of RWInc Spelling program resources for KS2. Purchase of revision materials for Y6.	+ve progress for PP children in reading and writing 2.4 VA compared to -1.3 VA in 2016. % of PP children achieving the expected standard increased in reading and writing – Increase from 60% in 2016 to 67% in 2017 in reading and writing. Increase in the percentage of children across the school working at ARE in writing. Increase in % of PP children achieving and exceeding ARE in EGPS – increase from 60% EXP+ in 2016 to 67% EXP+ in 2017 and increase from 0% achieving a High Score in 2016 to 33% achieving a High Score in 2017.	Children were enthused to produce good quality pieces of writing following experiences which provided relevance to their writing. Mathletics was used well by some pupils but not by all. Limited impact on PP children. Improvement in spelling throughout the school generally and significant increase in % of PP children achieving greater depth in EGPS.	£5,262.40

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve outcomes in phonics for PP children.	Half termly assessment of phonics to identify areas of need. 1:1 sessions 3 x per week.	100% of PP children passed the Year 1 phonics check. 100% of children passed the phonics check in Y2.	Assessments clearly identified areas of need and additional 1:1 sessions ensured PP children made quick progress – continue strategy.	£3,900
Improve outcomes made by PP pupils by the end of KS2 in all subjects, particularly writing.	Extra staff for interventions, booster and individual and small group targeted support.	Attainment of PP children has improved and progress increased – average point score for all year groups in reading, writing and maths apart from Year 4 and Year 5 (where pupils were also SEND and doubly disadvantaged) in writing was better than expected. An increase in the proportion of children working at or exceeding ARE in writing across the school. % of PP children achieving the expected standard increased in reading and writing – Increase from 60% in 2016 to 67% in 2017 in reading and writing. Increase in % of PP children achieving and exceeding ARE in EGPS – increase from 60% EXP+ in 2016 to 67% EXP+ in 2017 and increase from 0% achieving a High Score in 2016 to 33% achieving a High Score in 2017.	We have refined interventions for 2017-18 because not all were effective. Use TAs working within the class and who know the children they are working with well to address misconceptions quickly and consolidate learning. TAs will also be used to release class teachers to lead interventions.	£15,347.60

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the regularity of reading and progress.	Peer tutoring programme – 'Reading Buddies'.	<p>Increase in the regularity of reading and quizzing by PP children.</p> <p>Increase in the progress made by PP children in reading in most year groups – average point score of disadvantaged pupils was better than expected in all year groups except Year 4 where the majority of disadvantaged pupils were also SEND and doubly disadvantaged.</p>	<p>Increase in the positive attitude towards reading by PP children.</p> <p>Develop a similar approach to homework, spellings etc.</p>	£0